

Core Instruction

Scaffolding Comprehension of Informational Text		
Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Content Vocabulary Academic Vocabulary Background Knowledge Preview text Identify Reader's Purpose for Reading <ul style="list-style-type: none"> "We are going to read this article so that..." "You will use this information in...." Identify comprehension skill to focus on: <ul style="list-style-type: none"> Main idea Details Cause-effect Conclusions Inferences Author's Purpose Sequencing Explicit Instruction of strategy or skill <ul style="list-style-type: none"> Model strategy/skill Guided Practice of strategy/skill Annotation - Read with a pencil; make notes as they read and note confusing parts 	<ul style="list-style-type: none"> Active Reading Strategies <ul style="list-style-type: none"> Whisper Reading Echo Reading Choral Reading Cloze Reading Read – Stop – Respond Strategies Determine Author's Purpose <ul style="list-style-type: none"> "What does the writer want me to know?" "Why was this written? For whom?" Develop Schema (organized structure of knowledge about a topic – graphic organizers) <ul style="list-style-type: none"> Text-dependent questions – require students to return to the text <ul style="list-style-type: none"> Explicitly stated Inferences 	<ul style="list-style-type: none"> Interact with peers and teacher in discussion about the text <ul style="list-style-type: none"> Argument Evidence Make claims and counter claims Make comparisons between 2 passages
Engagement in all aspects in the reading process links to motivation and increased comprehension		

Close Reading

- An instructional routine in which students critically examine a text; cause students to engage in critical thinking with a text
- Primary objective is to provide the opportunity to assimilate new textual information with existing background knowledge to expand knowledge and understanding
- Second objective is to build the necessary habits of readers when they engage with a complex piece of text

Intensifying Core Instruction

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Supplemental Instruction

Scaffolding Comprehension of Informational Text		
Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Content Vocabulary Academic Vocabulary Background Knowledge Preview text Identify Reader's Purpose for Reading <ul style="list-style-type: none"> "We are going to read this article so that..." "You will use this information in...." Identify comprehension skill to focus on: <ul style="list-style-type: none"> Main idea Details Cause-effect Conclusions Inferences Author's Purpose Sequencing Explicit Instruction of strategy or skill <ul style="list-style-type: none"> Model strategy/skill Guided Practice of strategy/skill Annotation - Read with a pencil; make notes as they read and note confusing parts <p>PLUS</p> <ul style="list-style-type: none"> Pre-teaching of required pre-requisite skills Pre-teaching of additional vocabulary terms needed for comprehension of text <p>ADDITIONAL TIME</p> <ul style="list-style-type: none"> Explicit instruction in identified area of 5 big reading skills 	<ul style="list-style-type: none"> Active Reading Strategies <ul style="list-style-type: none"> Whisper Reading Echo Reading Choral Reading Cloze Reading Read – Stop – Respond Strategies Determine Author's Purpose <ul style="list-style-type: none"> "What does the writer want me to know?" "Why was this written? For whom?" Develop Schema (organized structure of knowledge about a topic – graphic organizers) <ul style="list-style-type: none"> Text-dependent questions – require students to return to the text <ul style="list-style-type: none"> Explicitly stated Inferences <p>PLUS</p> <ul style="list-style-type: none"> Differentiation – different guided additional practice based on formative assessment results Scaffolding graphic organizers, oral and written responses Additional guided practice and rehearsal of targeted skill <p>ADD</p> <ul style="list-style-type: none"> Additional reading resources to supplement content material 	<ul style="list-style-type: none"> Interact with peers and teacher in discussion about the text <ul style="list-style-type: none"> Argument Evidence Make claims and counter claims Make comparisons between 2 passages <p>PLUS</p> <ul style="list-style-type: none"> Differentiation – different guided additional practice based on formative assessment results Scaffolding graphic organizers, oral and written responses Additional guided practice and rehearsal of targeted skill <p>ADDITIONAL TIME</p> <ul style="list-style-type: none"> Explicit instruction in identified area of 5 big reading skills <ul style="list-style-type: none"> Use data to identify skill deficit area Identify intervention needs Identify resources that respond to needs

